

Supporting Mobility: an Integrated Mobility Process for Culture and Language Learning

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Abstract

Supporting the mobile workforce is one of the key challenges in a united Europe. This support incorporates different aspects, such as language learning, acquiring cultural competencies but also general collaboration competencies. In this paper, we show the lifecycle of a mobility process and how ICT supported resources can support individuals in their mobility activities. We show the concept and the implementation within the project LaProf "Language Learning for Professionals in ICT and Agriculture". The main aim of the project is to create language learning resources embedded in an overall pedagogical strategy which incorporates learning on cultural issues.

LaProf's goal is to support mobility and migration processes. The use of the LaProf language learning resources and exercises is embedded in the overall mobility process. In most of those phases, exercises are used. The following phases can be distinguished:

- Mobility preparation: After the consideration of a mobility / migration process, the preparation starts – key questions are: How to prepare the migration / visit - what are administrative and practical issues in the new country?
- Cultural preparation: To prepare for working and living in a different culture, preparation is necessary – key questions are: What do expect from the new culture - what is different, what is similar, what are the challenges?
- Language testing: As a basis for learning a new or a familiar language, it is necessary to assess the current level. Key questions are: Which is your current level of the language? How to test and reflect the current level?
- Language preparation: In order to prepare for the migration, self study can be used, also in combination with other face to face courses. The key aspect are how to use self study and LaProf materials to get prepared - we focus on understanding and reading skills but also provide further links and recommendations to excellent, tested materials.
- Moving, finding work: This is the actual realization of the migration, so the moving process as well as finding employment. Key questions are: How to find a job, how to prepare for it - what are administrative and practical as well as cultural challenges? Also in this phase, the familiarization with language in the new social context is essential.
- Working Life: In case of a successful employment, it is necessary to continuously improve work-related language skills. However, also cultural aspects are essential: How to work in the new environment, how to deal with different working cultures?

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- Improving everyday-life: After the initial migration, often a culture shock or integration problems occur. Some of them are language- most are culture related. How can people acquire skills to address those problems and how to get out of problematic situations, culture- and language-wise!

This basic life-cycle of the migration and mobility process illustrates the embedding of the language learning process. In most of the phases, the use of the LaProf exercises is embedded. However, we recommend also additional materials to support the whole process. This overall embedding enables the connection to the social-cultural context and to the situation of the learners.

The paper will show the overall concept and the implementation using a web-quest methodology. This means that we use a problem-based approach for learners (solving a task in the mobility process) with the support of existing and new resources. We will show the use of language learning resources in the mobility process as a good practice for other domains and target groups.